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ABSTRACT

This book explains the background and rationale for the PATHS (Promoting Alternative THinking Strategies) curriculum, reports the results of 4 years of research on its use with children who are deaf, and explores theoretical and practical concerns in the implementation of school-based mental health promotion programs. It emphasizes the crucial nature of the school and family environments in facilitating the personal development of elementary-aged deaf children in the areas of self-control, self-understanding, emotional awareness, social problem-solving skills, and appropriate interpersonal behaviors. Chapter 1 reviews literature on social cognition, personality, psychopathologic conditions, and social competence in deaf children as a rationale for the PATHS curriculum. Chapter 2 reviews conceptual models of prevention and intervention for hearing children. Chapter 3 presents a summary of the content and processes of the curriculum, discussing flexibility within the curriculum, adaptation to developmental level, and working with parents. Chapter 4 presents the Affective-Behavioral-Cognitive-Dynamic theoretical model of development, which forms the foundation of the goals and many of the processes of the curriculum. Chapter 5 describes evaluation of the curriculum's effectiveness. Chapter 6 presents quantitative findings derived from the project, in numerical, visual, and conceptual formats. Chapter 7 interprets empirical findings of the PATHS study, describing issues of systems change, teacher-student exchange, and classroom atmosphere. Chapter 8 addresses the theoretical and practical implications of the curriculum. An appendix provides a sample story and lessons from the PATHS curriculum. (Contains over 300 references.) (JDD)

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